



## North Mullins Primary

105 Charles Street  
Mullins, SC 29574

<b>Grades</b>	PK-2 Primary School	
<b>Enrollment</b>	529 Students	
<b>Principal</b>	Dr. Mike Sutton	843-464-3750
<b>Superintendent</b>	Dr. Nathaniel Miller	843-464-3700
<b>Board Chair</b>	Elizabeth Hammond	843-464-3700

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	0	0	0	0

\* Ratings are calculated with data available by September 30. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

**Performance Rating Criteria**

Prime instructional time	89.2%
Student-teacher ratio in core subjects	14.2 to 1
Teachers with advanced degrees	48.6%
Teachers returning from previous year	92.9%
Percent of parents attending conferences	99.9%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	1.8 days

**Types Of Accreditation (More Than One May Apply)**

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

**School Profile**

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
<b>Students (n=529)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 4.2%	4.4%	4.0%
Attendance rate	95.9%	Up from 95.8%	95.4%	95.6%
With disabilities other than speech	13.5%	Up from 9.9%	6.3%	4.0%
Older than usual for grade	0.0%	Down from 1.3%	0.0%	0.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	48.6%	Up from 40.5%	60.0%	56.8%
Continuing contract teachers	86.5%	No Change	82.7%	81.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.9%	Down from 93.1%	92.9%	88.6%
Teacher attendance rate	95.5%	Up from 94.3%	93.8%	94.9%
Average teacher salary	\$45,054	Up 3.5%	\$41,829	\$45,806
Professional development days/teacher	23.0 days	Up from 21.0 days	18.8 days	18.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 14.0	4.5	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 18.7 to 1	18.7 to 1	18.7 to 1
Prime instructional time	89.2%	Up from 88.0%	87.6%	88.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,667	Up 77.6%	\$7,154	\$6,510
Percent of expenditures for instruction*	71.6%	Down from 71.9%	71.2%	71.0%
Percent of expenditures for teacher salaries*	64.9%	Down from 66.2%	65.4%	64.2%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of North Mullins Primary School (NMP), along with Mullins Early Childhood Center (MECC), is to develop productive, socially responsible lifelong learners. We strive to create a strong home-school connection by helping families make the adjustment to school a positive, beneficial experience and to provide quality, standards-based curriculum within a developmentally appropriate setting for young learners.

Literacy development is the keystone to academic success. This instruction begins with the child development and kindergarten classes and continues through first and second grades with a balanced literacy program. We, as a staff, saw a need to strengthen our reading program. We did so by implementing Formula 3 reading instruction into every first and second-grade classroom. Next year it will be taught in kindergarten as well. In addition to Reading Recovery for first graders, we have been able to provide small group setting interventions for every child who demonstrated, through Dominie Assessments, a need for additional assistance in reading. All teachers continue to receive professional development through graduate studies in literacy instruction.

Our first and second graders used the Measuring Academic Progress (MAP) assessments this year in math and reading. These assessments provide teachers and administrators important data to plan instruction. We will continue to have professional development in how to use this data in the best way to improve the educational program.

We have participated as a member of the National Network of Partnership Schools, which originated from Johns Hopkins University and through Francis Marion University, having the purpose of encouraging more parent involvement. Our School Improvement Council acted as the Action Team for implementation of various projects. Some of the special events that parents had opportunities to be involved in included monthly lunchtime programs at MECC, MECC Fall Carnival, MECC Math and Science Night, Proud Parent Day and Grandparents Day at NMP, Hot Dog! I Can Read Night, Math Night, and Field Day. Parents took advantage of opportunities to discuss children's progress through Parent Conference/Report Card pickup Nights at NMP and Portfolio Nights at MECC, in addition to the special events and PTO.

Emphasis on character education has long been a hallmark of MECC/NMP. This year all teachers have been trained in the use of CHAMPS, a model for setting behavioral expectation in classrooms and common areas. This training will continue as we incorporate the philosophy in our everyday school life to assure safety, self-control, and the use of positive life skills for all students and staff. We also continue the emphasis on community service through participation in several projects, such as the Relay for Life, to teach students the importance of building a caring community.

Dr. Mike Sutton, Principal

Evaluations by Teachers	
	Teachers
Number of surveys returned	33
Percent satisfied with learning environment	97.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	84.8%

School Adequate Yearly Progress

NO

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data